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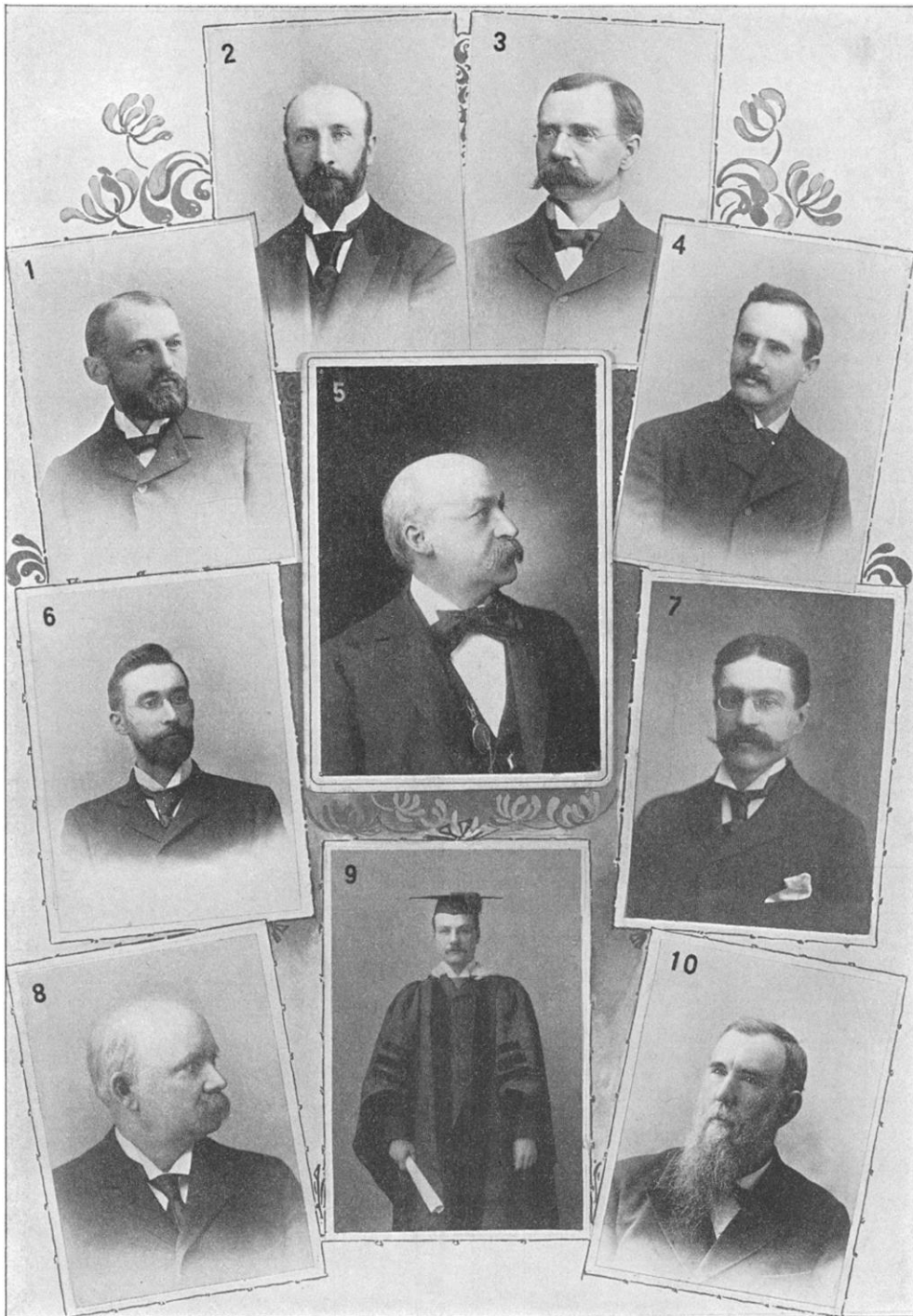
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REPORT OF THE CHAIRMAN

At the meeting of the National Educational Association at Denver in July 1895, a committee of five was appointed by the secondary department, and a committee of like number by the department of higher education, to enquire into, investigate thoroughly and report upon the whole subject of college entrance requirements. The gentlemen selected from the secondary department were Charles H. Thurber, then of Colgate Academy, now of Morgan Park Academy and The University of Chicago; J. R. Bishop, principal of the Walnut Hill High School, Cincinnati, Ohio; Professor W. C. Jones, University of California; Wm. H. Smiley, principal of the Denver High School (District No. 1); and A. F. Nightingale, superintendent of the Chicago High Schools.

The representatives from the department of higher education were Dr. Nicholas Murray Butler, Columbia University; Dr. B. A. Hinsdale, University of Michigan; Dr. Jas. E. Russell, University of Colorado; Professor Paul H. Hanus, of Harvard University; and John T. Buchanan, of Kansas City High School.

These committees were appointed at the very closing hour of the association, or to be correct, the president of the higher department did not appoint the committee representing the colleges until several weeks following the close of the national meeting. This necessarily precluded the possibility of an appropriation, which will be essential to a satisfactory prosecution of the task, than which none seems at present more important in the furtherance of the general educational interests of the country. No general meeting, therefore, has yet been held. Yet progress has been made. Early in the winter, at the suggestion of Mr. Thurber, the secretary of the secondary department of the National Educational Association, an organization was effected, ballots for president and secretary having been sent to Wm. H.



COMMITTEE ON COLLEGE ENTRANCE REQUIREMENTS.

1. Paul H. Hanus; 2. Wm. Carey Jones; 3. Wm. H. Smiley; 4. Charles H. Thurber; 5. A. F. Nightingale; 6. Jas. E. Russell; 7. J. Remsen Bishop; 8. John T. Buchanan; 9. Nicholas Murray Butler; 10. B. A. Hinsdale.

Smiley, Denver, which resulted in the election of A. F. Nightingale as chairman, and W. H. Smiley as secretary of the general committee. A resolution was also presented by Professor Russell of the University of Colorado, to the end that an executive committee, consisting of Nicholas Murray Butler with the chairman and secretary, be elected to act on all matters of importance in the interim of general meetings. This resolution prevailed unanimously. A meeting of this executive committee was called at Jacksonville, during the session of the superintendents' section of the National Educational Association, in February. Principal Smiley could not attend, but in addition to the chairman and Dr. Butler, there were present Mr. N. C. Dougherty, president of the National Educational Association, and Dr. Hinsdale of the University of Michigan, and after a general survey of the field to be covered, and the work to be accomplished, it was decided to ask of the National Association a reasonable appropriation to cover the necessary expenses. This matter was placed in the hands of Dr. Butler. It was also considered important for the committee to include in their investigations the requirements of admission not only to the colleges of the general type, but to the better class of technological schools and to the professional schools, particularly of law and medicine.

It was also deemed advisable to effect as close a union as possible with the several local associations, which were giving these subjects constant consideration, and making rapid advancement toward the end, which this larger committee, clothed with national authority, hopes in due time to accomplish. Accordingly the executive committee appointed Professor Albert Bushnell Hart, of Harvard University, Principal John Tetlow of the Girls' High and Latin Schools, Boston, and Principal Ray Greene Huling, of the English High School, Cambridge, Mass., to act as an advisory and correspondence committee, as representatives of the New England Association of Secondary Schools and Colleges; Secretary Melvil Dewey, of the University of the State of New York, Professor E. H. Griffin, of Johns Hopkins University,

and Mr. Wilson Farrand, of Newark Academy, to represent the Association of the Middle States and Maryland, and Professor W. P. Trent of the University of the South, Sewanee, Tenn., Professor Edwin A. Alderman, of the University of North Carolina, and Professor W. H. Bartholomew, principal of Girls' High School, Louisville, Ky., from the Southern States Association, and Dr. J. H. Canfield, president of the University of Ohio, Superintendent C. B. Gilbert, of St. Paul, and Principal W. H. Butts, of the Michigan Military Academy, to represent the North Central States' Association.

All these gentlemen have accepted the responsibility and without exception have expressed an intense interest in the purposes and plans of the committee and their readiness to coöperate in bringing about a better understanding between the colleges and the secondary schools.

There is no educational subject before the American people requiring more serious attention, demanding a calmer discussion, greater wisdom, a keener appreciation of the trend of present civilization, and a loftier spirit of altruism than that which relates to an *American* system of education which shall be consistent with psychic law from the kindergarten to the graduate school of the university.

The kindergarten has not as yet become an integral part of the public school system, but its claims are being rapidly recognized. The common school curriculum, both urban and rural, is in a plastic state, awaiting the touch of inspired artists. The colleges are much at variance as to what constitutes a liberal education in these closing years of a century which began with scarcely any difference of educational opinion; while the secondary schools, awaiting on the one hand the abridgement and enrichment of the common school curriculum, and on the other a more uniform expression of opinion on the part of the colleges as to their functions, are suffering from their inability to supply the deficiencies of the former or to satisfy the demands of the latter.

It is generally admitted that until secondary education,

commences children should have much the same training, yet even in the lowest grades individual direction should not be lost sight of, as the mind very early gives evidence of a divine implanting which must not be ignored. Throughout the course of secondary instruction, surely, there must be no procrustean bed which every pupil by some process of dwarfing or stretching must be made to fit, but natural endowments, as soon as discovered, should have full scope within certain limitations. College courses ought to be so adjusted that every pupil at the end of a secondary course recognized as excellent, both in the quality and quantity of its work, may find the doors of every college swinging wide to receive him into an atmosphere of deeper research and higher culture along the lines of his mental aptitudes. We do not mean that secondary courses should be purely elective, but that they should be eminently elastic, and that this elasticity, based upon psychological laws, should be recognized by the colleges. There is no identity of form, either in mind or matter, in the natural or the spiritual, and since power, power to adapt one's self to the sphere for which nature designed him, is the end of education, every student should find in the college and university, the means by which that power may be secured. If this principle is correct,—and who shall prove its fallacy?—why is not the degree of B.S. or Ph.B. of equal dignity and worth with that of A.B.? Or, in other words, why should not all such degrees be abolished or moulded into one which shall signify that a man or woman has secured that higher education best suited to his talents and the far-reaching purposes of his life?

The universal recognition of this oneness of education would bring about harmonious relations between the secondary schools and the colleges. A careful study of the requirements of admission in the preceding pages seems to indicate a wide divergence of opinion, which we believe does not really exist. The discussions of recent years, the admirable report of the Committee of Ten, and the agitation it has provoked, the deliberations of the various associations formed to bring about unity

in diversity, all point to a wise and happy solution of this vexed problem.

The results of the conferences held at Columbia College in February are encouraging in the extreme. It is the most advanced step in the right direction which has yet been taken. Here were represented six of the leading colleges in the country, and colleges by no means of the same type, as they have hitherto held opinions quite diverse as to what constitutes a liberal education, Harvard, Yale, Princeton, Columbia, University of Pennsylvania, and Cornell. The conferences, six in number, were each composed of delegates from these colleges, and six eminent secondary school men, and the subjects considered were Latin, Greek, German, French, Mathematics and History. The conclusions of the conferences, given in full in the May number of the *Educational Review*, were unanimous. If six among the best colleges of the country, and that, too, in a section where tradition is synonymous with law, and changes mean revolution, can substantially agree upon uniformity of requirements to the satisfaction of the secondary schools tributary to them, why may not one hundred colleges also agree? We believe the proposition a rational one. These conferences took on a local color, but the unanimity of their conclusions presages the feasibility of national unity on this same matter, if the movement is fostered and aided by the National Educational Association. It is to be regretted that the claims of science were not considered, and the proper requirements in one or more sciences, and that there is no statement whether a modern language, in addition to Latin and Greek, is to be regarded a *sine qua non* of admission to any college. This will be a vital question in any determined effort to adopt a plan for the articulation of the college and the secondary school.

As we have written elsewhere (see comments on Modern Language Requirements) our public High Schools are so environed, subject to such limitations, open to such criticisms, and established and supported to give the greatest good to the greatest number, that they cannot afford to furnish facilities for three languages in addition to English, and thus give to training

in one branch, as it were, such a disproportionate amount of time in a four years' course.

Such an education will not properly prepare our young people for immediate entrance upon either a business career, or to a professional school. It is unwise, impracticable and impossible to divide the pupils in our public high schools into two distinct classes, the one preparing for college and the other for life, and if four languages are to be insisted upon for admission to any course, the affiliation of the public high schools with the colleges will come to an end, and such a preparation will be relegated to the private schools, who are willing or can afford to bow down to this golden college calf. Two foreign languages, selected from Latin, Greek, Spanish, German, French, ought to satisfy the demands of every college. There should be a proper correlation of the two chosen with the other studies taken, and the special plans of the student for later work. Many of our secondary schools may find it feasible to furnish instruction in both German and French in place of Greek, but few will add either to Latin and Greek, and claim that such a course, with all its possible supplements, will give a practical preparation for life to those who at the end of a secondary school career find college doors closed to them, and are compelled to face the world and begin the struggle for business success.

The secondary schools are the schools of people, and the people have demanded and in still more effectual ways will demand that their courses must be practical, beneficial, disciplinary. The sciences no longer knock at the doors for admission. They have been admitted and a larger and still larger place will be provided for them.

It is not a question of how much these schools cost, but how the money is expended. These sciences will be taught by a happy combination of the text-book and laboratory methods. Physiography, Biology, Physics, Chemistry, in all their elementary principles, and in their relations to man, whose duty and privilege it is to conquer nature and to make it subservient to his advancement and happiness, are no longer to remain in the cate-

gory of informational studies, and suffer the opprobrium of being contrasted with the humane and the literary as the sole dispensers of intellectual culture. The sciences as they are beginning to be taught in our best schools add to the wealth of mind as well as to the stock of facts, and the colleges must recognize them as full equivalents for other work which they have hitherto demanded to the exclusion of science.

Professor Tarr in the *Educational Review* for June, writes: "The theory of the college course is an admission that Physics, or Chemistry, or Geology as college studies are equal in rank to the study of Greek, or German, or Calculus; but in the high school this is not so, and no one can really claim that it is. This is not because science is inferior, but because the science instruction is inadequate." We think the opposite is true. The theory of the high school is that these sciences are equal in work with Greek and German and Solid Geometry. The schools are reducing the theory to practice and are asking the colleges to recognize the wisdom of the plan in a preparation of pupils for greater research and still more extended investigation. Again he says of the high school: "All the sciences are touched upon, very little is learned, only a glimpse is gained." This, too, is libelous. There are many high schools west of the Alleghenies better equipped with laboratories than the colleges of thirty years ago, and whose teachers are superior to the professors of science in those days. Biology and Physics are better taught than Latin and Greek, humiliating as is the confession to one intensely interested in classical study.

The proposition, "That the college should say that among the alternative subjects for entrance, there could be elected one science, the study of which should have been pursued during two or three years according to the best methods known," certainly must emanate from one who does not understand the relations that exist between the secondary schools and the people.

No good high school can afford to give three years to one science, Physics, for instance, to the exclusion of Biology and

Chemistry. Such an arrangement would be neither wise nor feasible, but rather than prevent pupils from receiving a college education, it would be eminently proper to allow as a substitute for three years of Greek the work of one year given to each of three sciences, provided the laboratory system of instruction prevailed in these schools.

In pleading for a uniformity in college entrance requirements there are a few vital facts which cannot be ignored: First, the triple function of the public high school, viz., to equip pupils for the business of life; to give a proper training to those who will teach in the common schools, and to prepare for college. Secondly, a majority of our young people who go to college, come to a decision late in their secondary course. Thirdly, every young man or woman who has successfully devoted at least four years to earnest study in a well-equipped secondary school, should be admitted to any college in the country, whether such a pupil has devoted the greater part of his time to Latin, Greek and mathematics, or to Latin, modern languages and mathematics, or to Latin, mathematics and the sciences, or to any other combination of studies which has developed his power and been in harmony with his intellectual aptitudes. To this end, a secondary course of study should be thoroughly elastic and with varied electives, suited to the talents of the individual child; a college course should be still more elastic and with a larger number of electives. Every person will find opportunities for the development of that power which will enable him with confidence to attack the problems of life which he wishes to help to solve.

The public high school can become a link in the golden chain of our American system of education only when the colleges begin where the best high schools leave off, otherwise the gap between the common school and the college must be filled by the private schools, patronized by the children of the rich, and the sons and daughters of the great middle class must be deprived of the benefits of a higher education because, forsooth, they have failed to fulfill some specific requirement of the col-

lege they would otherwise enter. I have faith, however, that the conflicting requirements presented in the preceding pages, and which have been commented upon by different members of the committee, will be harmonized, their incongruities removed, so that we may in the near future have a unified system of education, from the kindergarten to the graduate school of the university, which will give to every child, without let or hindrance the right of way for such an education as will best develop the power with which in a plastic state he has been endowed by the Infinite Architect.

This volume is presented as a semi-official preliminary report of the committee on college entrance requirements; we say semi-official because the general committee, from a lack of funds, have not had a meeting; and for the suggestions in this paper the chairman alone is responsible. The general report however, has been planned with the approval of the committee, and is now presented to the consideration of all secondary schools and colleges with the hope that they will furnish the committee with their suggestions and counsel to aid them in the further prosecution of this work. It is only through the most generous courtesy of the SCHOOL REVIEW that we are able to present this Report without expense to the National Educational Association, which created the commission and to which we now appeal for funds to aid in the completion of the great work now so auspiciously begun.

A. F. NIGHTINGALE